



Special Education Programs
Advisory Panel for Children with Disabilities
Annual Report 2005-2006

Meeting Dates

July 21, 2005 - Holiday Inn Express, Ft Pierre, SD

October 17 & 18, 2005 - STAR Academy, Custer, SD

January 18, 2006 - DNN Video Teleconference, Multiple State Sites

April 18 & 19 2006 - Holiday Inn City Centre, Sioux Falls, SD

Chairperson of the Board

Ms. Karn Barth - administrator, Garretson

Duties include:

- ❖ Presiding at all meetings
- ❖ Planning and organizing meetings with the executive committee
- ❖ Preparing meeting agendas with the executive committee
- ❖ Assisting in preparing and submitting the annual report

Vice Chairperson

Ms. Michele Cogley - parent, Claremont

Duties include:

- ❖ Presiding at meetings when the chairperson is absent
- ❖ Planning and organizing meetings with the executive committee
- ❖ Preparing meeting agendas with the executive committee
- ❖ Assisting in preparing and submitting the annual report

Board Members

Todd Christensen- administrator, Kibben-Kuster, Rapid City

Greg Cooch- Assistant Professor, Special Ed, BHSU, Spearfish

Jim Dunston- administrator, State Treatment and Rehab, Custer

Gail Eichstadt- parent, Pierre

Bernie Grimme- Assistant Director, DRS, Pierre

Nicole Haneke- parent, Miller

Lisa Heckenlaible- special education teacher, Mitchell

Judy Hoscheid- Auxillary Placements Program, DSS, Pierre

Barb Koenders- parent, Brookings

Mark Krogstrand- person with a disability, Aberdeen

Bertina Larcher- parent, Custer

Amanda Laufenschlager- parent, Aberdeen

Connie McClintock- parent, Sioux Falls

Greg Riley- administrator, Black Hills Children's Home, Rapid City

Heather Stettinichs- parent, Brandon

Staff Members

Janet Ricketts - Director, Office of Educational Services and Support

Ann Larsen - Director, Special Education Programs

SEP Staff

Angela Boddicker

Becky Cain

Julie Carpenter

Merle Doolittle

Melissa Flor

Peggy Mattke

Linda Turner

Panel Purpose

The Individuals with Disabilities Education Act requires the establishment of a Special Education Advisory Panel to provide suggestions and advice to the State Department of Education on critical issues regarding special education services throughout South Dakota.

Panel Functions

- ❖ Advise the SEA of unmet needs within the state in the education of children with disabilities
- ❖ Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities
- ❖ Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act
- ❖ Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act
- ❖ Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities
- ❖ Review and comment on final due process hearing findings and decisions
- ❖ Advise on eligible students with disabilities in adult prisons and on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons

Panel Priorities

The panel identified the following four priorities for 2005-2006.

- ❖ Monitor the needs of the State Performance Plan and the Annual Performance Report
- ❖ Comment on State and Federal regulations
- ❖ Address child find activities (particularly for emotionally disturbed children)

- ❖ Advise concerning highly qualified teachers

Issues Addressed by the Panel

Eligibility Guide

A taskforce was developed with the purpose of revising the Eligibility Guide for Special Education. Taskforce members received input from outside organizations and individuals and proposed possible changes to the guide. John Copenhaver, Mountain Plains Regional Resource Center (MPRRC), facilitated taskforce meetings. Upon receipt of final federal regulations, the proposed changes will be presented to the Advisory Panel and South Dakota Special Education Directors prior to the public comment period.

Administrative Rules

There were some changes made to the Administrative Rules for South Dakota after the reauthorization of IDEA. These changes were adopted by the Board of Education. More changes will occur after receipt of the final federal regulations.

HOUSSE Rules

The Highly Objective Uniform State System of Evaluation (HOUSSE) Rules for Special Education teachers were adopted by the Board of Education. The requirements are in effect now and teachers need to be highly qualified by the end of the 2005-2006 school year.

Praxis Exam

SEP provided teachers with Praxis study guides and offered free study sessions throughout the state as a way to help teachers meet the highly qualified teacher requirements. By demonstrating competence in subject knowledge, the tests help teachers meet the highly qualified requirement of No Child Left Behind.

State Performance Plan

The State Performance Plan (SPP) is a six year plan. This plan contains 20 indicators which were determined by the Office of Special Education Programs (OSEP). Targets were set at the state level for each indicator. SPP data must be collected and reported on annually to the public.

Trainings were held throughout SD to discuss the SPP and the new requirements. The following information was shared at these trainings:

- ❖ Special Education Programs (SEP) is recommending that the Battelle Developmental Inventory Second Edition (BDI-2) be used as the tool to track preschool outcomes.
- ❖ SEP will contract with MPRRC to collect parent survey data. MPRRC's Role will involve:
 - Identifying an appropriate survey (NCSEAM has a survey available for use.)
 - Assisting in validating the survey
 - Assisting in reaching consensus with key stakeholders
 - Formatting the survey
 - Working with lead State staff
 - Analyzing data and preparing state report for February 2007 submission
 - Keep state updated on other state's efforts and data trends.
- ❖ SEP will collect data on the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. This data will be collected through the monitoring process.
- ❖ A secured website was developed to collect information on high school special education students who exit special education through graduating, aging out, or dropping out. SEP has contracted with Black Hills State University (BHSU) concerning follow up surveys. BHSU will be contacting these students one year after exiting.

Alternate Assessment

The alternate assessment is intended for students with significant cognitive disabilities. Students who do not meet the criteria for significantly cognitively disabled can still take this assessment; however, these students would be counted as below basic for AYP purposes.

School Districts received copies of the Alternate Content Standards. There were also alternate assessment trainings held in Rapid City, Pierre, and Sioux Falls.

1% and 2% Applications

South Dakota received approval from the federal government for their 1% exemption request. Schools with 200 or less students are allowed to count an automatic two students, who took the alternate assessment and scored proficient in AYP, as proficient. SEP also granted 13 of the exemption requests received from districts across the state.

The 2% Rule is based on a different formula than the 1% Rule. SD applied to receive this flexibility and was granted approval. After running the numbers, however, there aren't any districts in SD that would benefit from this flexibility.

OSEP Verification Visit

Levels of Verification

- A. Level 1- All states- Desk audit
- B. Level 2-On-site visit (SD is at this level)
- C. Level 3-On-site-OSEP Team

SEP's on-site visit will take place July 26th- 28th. Both Part C and Part B programs will be reviewed. A formal exit interview will not take place. The verification letter will come at a later date. South Dakota is number 46 on the list of states to be audited.

OSEP will be reviewing the following General Supervision areas:

- ❖ Monitoring (CIMP)
- ❖ Dispute Resolution Data
- ❖ Section 618 Data
- ❖ Statewide Assessment
- ❖ Self-assessment/Improvement Plan

Surrogate Parents

The Individuals with Disabilities Education Act (IDEA) 2004 requires that each school district guarantee the rights of students with disabilities when

no parent can be identified, the whereabouts of the parent cannot be discovered, or the student is a "ward of the State."

The educational surrogate parent has the same special education rights as any parent with regard to educational decisions in the identification, assessment, program placement, and free appropriate public education of a student with disabilities. Included are the rights to receive written notice, give or refuse consent, review records, and receive full explanation of all procedural safeguards available under the Individuals with Disabilities Education Act 2004. Surrogates should receive all letters, forms, and handbooks provided to any parent. As with a parent, an educational surrogate parent is an equal partner with school staff in the educational decision-making process.

Interagency Agreements

SEP has current interagency agreements with the following agencies:

- ❖ Dept of Corrections
- ❖ SD School for the Deaf, SD School for the Blind and Visually Impaired
- ❖ Dept of Social Services
- ❖ Transition Agreement- Dept of Social Services, Dept of Human Services, Dept of Labor

The transition agreement requires a bi-annual meeting of the agencies to ensure provision of services. The other agreements stipulate that an agency may request a meeting to address language or program changes at anytime throughout the period the agreement is in effect; which could be one to three years depending on the agreement.

S.D. Navigator Program

The South Dakota Navigator Program is designed to improve family-school partnerships and to provide individualized guidance and direction to both parents and schools regarding special education and related services. Trained Peer Navigator Consultants are available in each region of the state. It is anticipated that the SD Navigator Program will result in respectful interactions between families and school personnel, encourage effective and productive IEP meetings, and lead to the best possible discussions and decisions regarding each student's educational program.

Upcoming Discussion Items

Data Collection

Eligibility Guide

State Performance Plan

OSEP Review